RANKING AND ACCREDITATION SYSTEMS IN HIGHER EDUCATION IN INDIA: AN EMPIRICAL STUDY

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY
to
Manav Rachna University, Faridabad

by

Ashish Gupta
Registration No. - MRUMCDN012K150185

Under the supervision of

Dr. Sachita Yadav
Associate Professor, Department of Management and Commerce
Manav Rachna University, Faridabad

Prof. (Dr.) Sanjay Srivastava (Co-Supervisor)
Professor of Management, Manav Rachna International Institute of Research and Studies, Faridabad

Prof. (Dr.) B. S. Nagi (Co-Supervisor)
Former Director of Research Council for Social Development

Department of Management and Commerce
Faculty of Management and Commerce

MANAV RACHNA UNIVERSITY
(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING
NAAC ACCREDITED 'A' GRADE INSTITUTION)
Declared as State Private University under section 2f of the UGC act, 1956

Year 2021

“RANKING AND ACCREDITATION SYSTEMS IN HIGHER EDUCATIONIN INDIA: AN EMPIRICAL STUDY”

SHORT SYNOPSIS

BY

Ashish Gupta

UNDER THE GUIDANCE OF
Dr. Sachita Yadav
Prof. (Dr.) Sanjay Srivastava
Prof. (Dr.) B. S. Nagi

FOR THE DEGREE OF
Doctor of Philosophy in Management

MANAV RACHNA UNIVERSITY
(NAAC Accredited ‘A’ Grade Institute)

MANAV RACHNA UNIVERSITY

Established, vide Haryana Act no.26 of 2014
(Formerly Manav Rachna College of Engineering,
NAAC Accredited 'A' Grade Institute)

DECLARATION BY THE SCHOLAR

I declare that the Research Proposal entitled "RANKING AND ACCREDITATION SYSTEMS IN HIGHER EDUCATIONIN INDIA: ANEMPIRICAL STUDY" is prepared under the supervision of Dr. Sachita Yadav, Prof. (Dr.) Sanjay Srivastava and Prof. (Dr.) B. S. Nagiand submitted for the approval of Departmental Research Committee (DRC).

Signature of Scholar | Signature of Supervisor | Signature of Co-Supervisor(s)

RANKING AND ACCREDITATION SYSTEMS IN HIGHER EDUCATIONIN INDIA: AN EMPIRICAL STUDY

TABLE OF CONTENTS

	Declaration by the scholar	(i)
1.	Introduction	04
2.	Review of Literature	04
	2.1. Ranking Systems	04
	2.2. Accreditation Systems	05
	2.3. Quality Indicators of Ranking and Accreditation Systems	08
	2.4. Process and Criteria of Ranking and Accreditation Systems	08
	2.5. Research Gap	10
3.	The Present Study	11
	3.1. Research Objectives	11
	3.2. Research Questions	11
	3.3. Research Hypothesis	12
4.	Research Methodology	12
	4.1. Research Design	12
	4.2. Target Population	12
	4.3. Sampling and Data Collection	14
	4.4. Instruments	14
	4.5. Reliability and Validity of the Instrument	14
	4.6. Data Analysis	14
	4.7. Ethical Consideration	14
5.	Summary	15
6.	References	15

1.0 Introduction

The Union government of India, as per the provisions of Indian Constitution, sets values of higher education in India. The government has entrusted this assignment to the University Grants Commission (UGC). There are also a number of councils (such as Pharmacy Council of India, Bar Council of India etc.) permitted by the government of India and authorized to standardize the parameters of the programmes run under technical or professional Institutions. They are putting authoritarian restrictions towards the maintenance of standards.

The NPE 1986 and the POA 1992 has focused to evaluate and strengthen the quality of higher education in India. Accordingly, the National Assessment and Accreditation Council (NAAC) had been established in 1994 by the University Grants Commission (UGC). The GOI had launched NIRF (2015) and HEIs (2015 to enhance the efficiency of the evaluation process in India.

Over the past few decades, the Ranking and Accreditation Systems have become a popular way for quality assessment and to compare the performance of Higher Education Institutions (HEIs). In emerging economies, education has become the top priority and many HEIs are looking to form partnership with world leading Universities / Institutions. Governments are using ranking and accreditation status of its Higher Education Institutions as a tool to measure their global competitiveness. According to Arora Namrata (2015), the Ranking and Accreditation are impacting government's policy decisions. For example; UK, Denmark and Netherland have changed their immigration policy and opened their boarders to favour those who have graduated from the highest ranked Institutions (p. 18).

The popularity of world ranking is growing day by day and there has been a growing concern that Indian universities are not able to figure in the top hundred universities of the world. Some of the universities which figure in the world ranking are almost at the bottom of the world ranking. This is a disturbing trend for the government as they want to project India as a strong nation not only in terms of high growth potential but also in terms of a vibrant higher education system to sustain the growth possibilities in the future. There is increasing desire for acquiring a position of Indian universities in the world ranking and it is a leading discourse in present Indian higher education scenario.

With the era of globalization and the highly competitive admission process in the renowned universities, the students have to compete for the limited number of seats. Ranking and accreditation status are important indicators of the status and prestige of an institution. Ranking and accreditation have been very helpful for students and job seekers in making informed choice. The scope of ranking and accreditation system is going to put impact on the behaviour of current and prospective students,

their parents, HEI leaders, faculty, HE investors and government.
Students continue to use ranking and accreditation as one of the decision making tools to choose their destination.

This research work aims to contribute to better understanding of the factors that guide/assist academic leadership, decision makers and other stakeholders in making judgments about the value and utility of ranking and accreditation. It is expected that this study will, further the research in the Indian and global context, and contribute to better understanding of the dynamics and processes of ranking and accreditation systems and their effect on Indian higher education institutions.

2.0 REVIEW OF LITERATURE

2.1 Ranking systems:

Since 2003 there is an existence of ranking system in the universities. Our acquaintance to the global ranking system is relatively new. According to Choudhari(2015), currently at least 4 or 5 ranking agencies are operating from the US, UK and China, namely the Academic Ranking of World Universities (ARWU), the QuackwaDelli Symonds World University Ranking (QS WUR), the Time's Higher Education World University Ranking (THEWUR), the US News World University Ranking (USNWUR), and the Thomson Reuters' Global Reputation Survey (TRGRS) (p.4).In September 2015, the Indian government has started National Institutional Ranking Framework (NIRF).Some important national and international ranking agencies are mentioned below:

a) National Institutional Ranking Framework (NIRF): NIRF is an Indian government initiative to improve the quality in higher education. The NIRF offersa procedure to rank the institutions to the various institutions in the country. (National Institutional Ranking Framework, Overview, n.d., para 1-2).

b) Times Higher Education (THE), UK:The British Times Higher Education (THE) magazine, UK publishes annually university ranking namely 'Times Higher Education World University Rankings' (THE WUR). THE WUR had been started in 2004 and it provides the definitive list of the world's best universities. (Times Higher Education, About, n.d., para 1).

c) Quacquarelli Symonds World University Ranking, UK:The British Quacquarelli Symonds (QS) Company, UK publishes annually university ranking namely 'QS World University Rankings' (QS WUR) (QS World University Rankings, About Us, n.d., para 1-4)

d) Academic Ranking of World Universities (ARWU): The Shanghai Ranking Consultancy publishes annually university ranking namely Academic Ranking of World Universities (ARWU), also known as Shanghai Ranking (by Shanghai Jiaotong University, China). The league table was originally compiled and issued in 2003 by Shanghai Jiaotong University. (Academic Ranking of World Universities, About ARWU, n.d., para 1)

However, according to Bhushan & Verma (2015), there are arguments against the ranking made by the academia as follows (p.122):

First of all, they are fundamentally opposed to the idea of measuring in terms of few parameters. University system is highly complex and diversified. The objective of the University is not simply academic excellence but to promote equity and inculcate values among the graduates of the University. Therefore, it would not be desirable, as a matter of principle, to evaluate University in terms of few measurable yardsticks. Secondly, the existing methods of measurement are based more on opinions rather than in terms of the objectives and the mission of the University. The ranking will fail to promote the mission and objective of the University and encourage the University to promote those aspects that influence the opinions such as the employability and marketability of the course. Thirdly, as a result, the ranking will tend to promote the spirit of privatisation and will move away from goals that serve the society and the nation. Fourth, even if the universities are ranked in terms of some measurable criteria there is no guarantee that public funded institutions will promote quality in the absence of shortage of public funding as well as the regulatory environment in which they are bound to serve. Given that heavy reliance on regulation fails to motivate teachers there will hardly be desire to improve the ranking. It is noted that US has abandoned the idea to rank the universities in response to the protests made by the academic community in the US. Finally, the idea was abandoned in favour of only putting the scorecard of colleges on their websites. It is important to note here the sensitivity of the government in US to listen to the academic voices and respond to changes in the policy.

2.2 Accreditation Systems:

There was a perception that there was a decline in quality in majority of institutions, save few islands of excellence. There was then a new thinking in early 1990s to introduce a system of accreditation on the pattern of US and Canada. Some important national and international accreditation bodies are as follows:

- NAAC (National Assessment and Accreditation Council)
- NBA (National Board of Accreditation)

- ICAR (Indian Council of Agricultural Research)
- ABET (Accreditation Board for Engineering and Technology)
- AACSB (Business and Accounting Accreditation)

a) UGC established NAAC in 1994 on the recommendations of National Policy of Education 1986 and the Programme of Action 1992 for evaluating the quality of higher education in India. The main task of NAAC is to assess and accredit (i.e., recognize) institutions of higher learning, universities and colleges etc. (National Assessment and Accreditation Council, An Overview, n.d., para -1)

b) AICTE established the NBA, "India in the year 1994. Presently, graduate and post graduate level programs accredits by NBA. It does not accredit any institution."

c) The CHEA is USA recognized ABET for accrediting college and university programs in the disciplines of applied science, computing, engineering and engineering technology at the bachelor's and master's level. (Accreditation Board for Engineering and Technology, n.d., para-1)

Further there is a need to examine what are the limits of accreditation and the directions in which system of accreditation can be made much more effective to enhance the motivation of the faculty for increased quality awareness? NAAC, being the sole institution of accreditation, has large number of institutions to cover. UGC has announced its objective to cover all institutions under accreditation without realizing that NAAC has neither such ability nor the potential to do so.

However, it needs worth mentioning that NAAC attempted in the past to cover the accreditation of all such programmes delivered through distance education. However, it failed to do so except perhaps signing some MOU with Indira Gandhi National Open University, a leading national level institution of distance learning. Nor has NAAC acquired the competence to accredit the institutions/programmes provided in pharmacy, medical, and various other specialized areas. It's therefore questionable whether regulatory compliance of accreditation alone is sufficient to upgrade quality through the competitive mechanism.

As per Syed Gohar Abbas, Muhammad Tariq Yousafzai, and Amira Khattak (2007), recent developments like ICT, knowledge globalization, and WTO govern over higher education have many benefits, but they also have the potential to cause severe issues for research universities in smaller or poorer countries. Though the World Trade Organization (WTO) intends to ensure that degree-granting institutions can open branches around the world and/or transfer degrees by engaging in offshore

institutes and importing/exporting staff and students for this reason. Several stakeholders, meanwhile, are critical of the certification and quality control aspects of globalisation of higher education. Can the WTO/GATS assure that quality criteria are met in both nations, especially in the one that requires province higher education services? All countries' higher education governing agencies must be on the similar page in order to maintain quality standards in student/teacher recruiting, instructional methodologies, curricula innovation, and campus infrastructure. Furthermore, Third World countries should work together to establish possibilities for student, instructor, and other resource exchanges (P 386).

Ellen Hazelkom, (2007) mentioned in one article entitled “The Impact of League Tables and Ranking Systems on Higher Education Decision Making” that ‘'LTRS were designed to provide comparative information to critical audiences, such as students, public opinion, and parents, and they still are today. However, there is evidence that their influence and impact are spreading beyond their initial target audience and goals. This tendency was noted by respondents, who pointed out that government and industry are also ‘users' of LTRS results. The fact that respondents felt LTRS were influencing crucial policymaking areas, such as institution classification and money allocation, demonstrates this ‘change of use.' LTRS are also impacting critical stakeholders, according to evidence. If the HEI is highly rated, this has a good impact, but it might have a negative impact if the opposite is true. As a result, respondents acknowledge that, depending on one's position, institutional "reputation" might be strengthened or harmed. While there is a distinction between perception and reality, the responses indicate that perception is already significant'.

According to Nigel M. Healey, 2007, These five so-called "Main English-Speaking Destination Countries" (MESDCs) — Australia, Canada, New Zealand, the United Kingdom, and the United States — are at the forefront of the globalization trend. “Conventional higher education paradigms are under attack in many other nations, with universities starting to follow the MESDCs' globalisation trend (P 335).”

It has also been pointed out in this paper, (Nigel M. Healey, 2007) that “The excessive desire for higher education in extremely quickly developing countries drives the need for studying abroad in MESDC universities. However, in nations like China and India, the supply-side reaction has been swift and continuous, with significant levels of domestic investment in public capacity augmented by the emergence of private, for-profit suppliers as part of a purposeful, tightly controlled government initiative (P 352).”

'According to B. S. Sahay, Rajiv R Thankur (2007), “accreditation will help Institution and the management to satisfy important stakeholders including such students and companies, as well as the general public, and to move Indian B Schools and the business toward global greatness (p 15).”

According to G. Prasad & C. Bhar, 2010, Accreditation is a method for determining not just whether an educational institution or programme satisfies specific educational quality criteria, related to professional assessment by an external approved agency. Its major goal is to reassure potential students and the general public that students graduating of an authorised school or programme have attained a minimal degree of proficiency in their areas of study, hence providing protection for consumers.

Benoit Cret claims that (2010), I demonstrate that accreditations should be first and probably most important being used by nearby Deans of Business Colleges in which accreditation procedures are incorporated by concentrating on the execution of three major accreditation procedures of Business academic programs (AACSB, EQUIS, and AMBA) inside of three French ‘‘Grandes Ecoles" as well as three English Professional Schools. They're used as one-of-a-kind management solutions, with their application resulting in the Deans' institutional standing inside their universities gradually solidifying (p 415).

According to Zinaida Fadeeva, Yoko Mochizuki (2010), the traditional ranking and grading systems are powerful guiding mechanisms for higher education institutions (HEIs) and, if adjusted, might be a major engine for change into a more sustainable society. (p 249).

According to Mu-Hsuan Huang (2012), It's possible that the indicators utilised in QS Rankings aren't reliable. QS Rankings struggled to control the volume and eligibility of return questionnaires in the process of deciding university prestige, resulting in a selecting bias. The Commonwealth of Nations provided 32% of the returned questionnaire, whereas Asian countries, which are limited to a few nations, accounted for 22%. In the Employer Assessment, similar situations arose. The fields and businesses of respondents were not evenly distributed, and the polls did not look at everything. Furthermore, several universities had the identical indicator scores, therefore failed to indicate disparities in university performance. Furthermore, the adopted data underwent significant alterations, demonstrating the unreliability of statistical data. Second, the ranking results could be skewed. Because the Commonwealth of Nations countries had a higher number of returned surveys, their colleges fared better in comparison. There were 64 universities mostly in top 200 (34 percent) in these nations; in Asia, countries with much more returned questionnaires typically ranked higher, resulting

in a disconnect between outcomes acquired and public perceptions. This showed how indicator choice and regional bias can have a significant impact on results taken (P 77).

According to Emon Nandi and Saumen Chattopadhyay, (2012), Quality assurance agencies should recognise that educational quality is distinct from that of other commodities and services, and that it is an essential aspect of education, without which it would be meaningless. Despite using some stringent and strict universal characteristics to assess quality, the assurance system analyses quality in a holistic manner because some critical drivers of quality education, such as teacher motivation, cannot be quantified and so are overlooked in the process. Quality assurance organisations should not approach quality as a universal concept because it is linked to society and cultural importance systems. In global education systems, they should sustain variety.

According to by Ellen S. Hoffman, (2013), Universities and academic programmes are already under pressure to offer a quality product in an era of increased education accountability and questions about the value of University education (pp 47–54). Institutional quality management in University education currently takes the shape of accreditation, audit standards, and quality assessment, as per Sanyal and Martin (2007), with accreditation being the most well-known and the emphasis of the US policy.

According to E. C. Subbarao, (2013), 'Therefore, there is every reason to believe that our best organisations can quickly ascend the quality ladder to follow the lead of world-class academic circles if the following criteria are satisfied: complete autonomy, an independent, energised Board of Governors, an exceptional academic as president, liberal government funding supplemented by private donations, a decent faculty with certain stars, and high quality students and good infrastructure'.

2.3 Quality Indicators of Ranking and Accreditation systems:

Accreditation and Quality are inter connected concepts. Accreditors makenorms/standards and then measure the extent to which institutions meet those norms/standards.

Bhushan and Verma (2015), found that currently, around 1/3 of all universities and 1/5 of the colleges of India are accredited but still various famed universities and institution are still not covered under accreditation.

2.4 Process and criteria of ranking and Accreditation systems:

2.4.1 NIRF: The chart (Figure 1.0) presents the Ranking process and decision making of NIRF, year 2017.

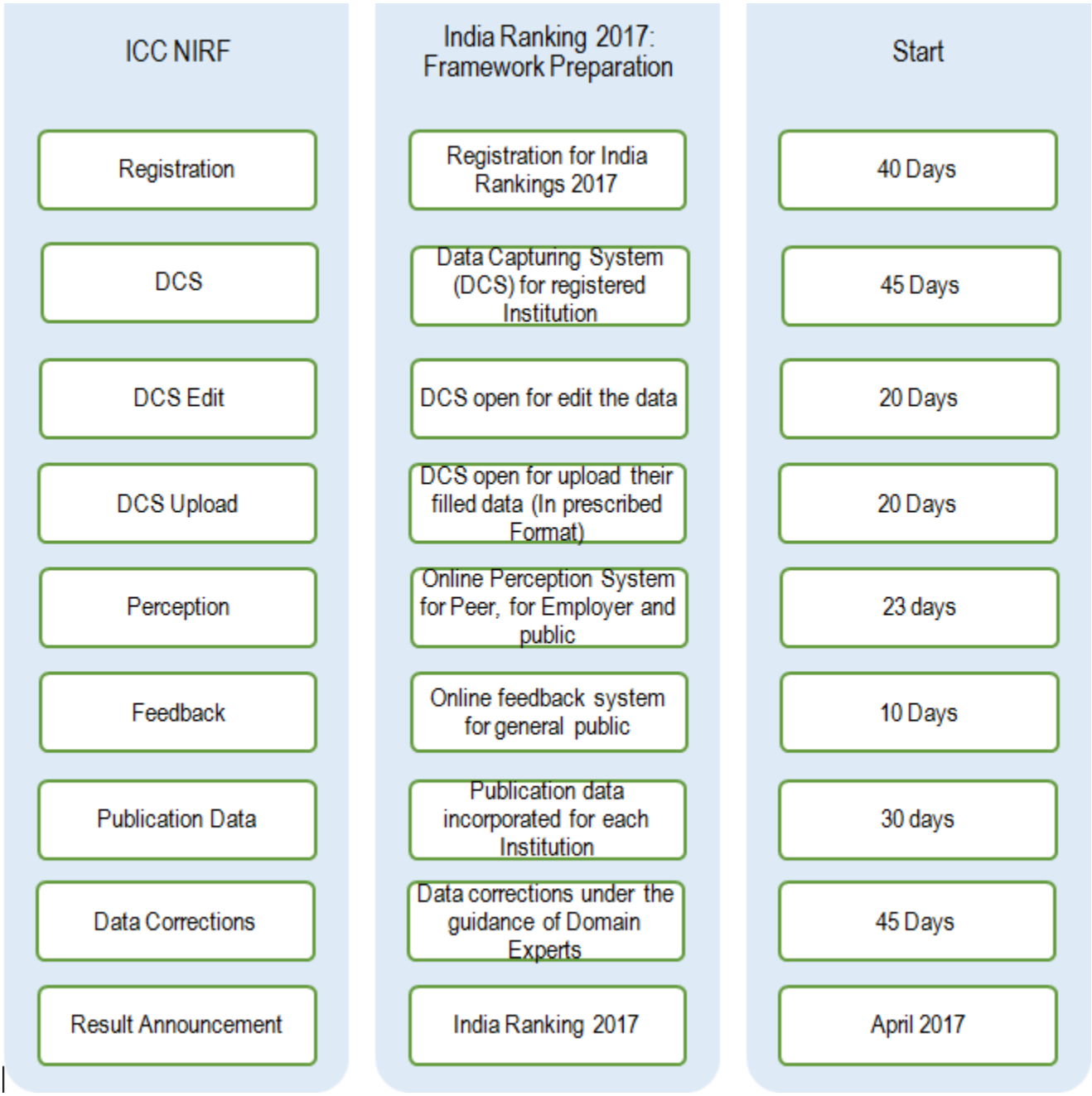

Figure 1: NIRF Ranking Process

2.4.2 National Assessment and Accreditation Council (NAAC), India

The General Council and Executive Committee are the two important decision making bodies of NAAC and there are mainly seven criteria, for its assessment procedure. A two-step approach is being adopted by NAAC for assessing and accreditation. First, the institution apply for eligibility and in the

second step the NAAC award grade to the Institution.

The process for assessment and accreditation broadly consists uploading the Self-study Report (SSR)by the Institution on its website, then on-line submission of Letter of Intent (LOI), decision of NAAC on acceptance of LOI and then submission of registration fee (demand draft) by the Institution. The institution will submit online the 'Institutional Eligibility for Quality Assessment (IEQA). NAAC Peer team visit to the institution and final decision by NAAC.

➢ 3.76 – 4.00	A++	Accredited
➢ 3.51 – 3.75	A+	Accredited
➢ 3.01 – 3.50	A	Accredited
➢ 2.76 – 3.00	B++	Accredited
➢ 2.51 – 2.75	B+	Accredited
➢ 2.01 – 2.50	B	Accredited
➢ 1.51 – 2.00	C	Accredited
➢ ≤ 1.50	D	Not Accredited

2.4.3 NATIONAL BOARD OF ACCREDITATION (NBA)

The flow chart (Figure 2.0) shows presents the accreditation process and decision making of NBA.

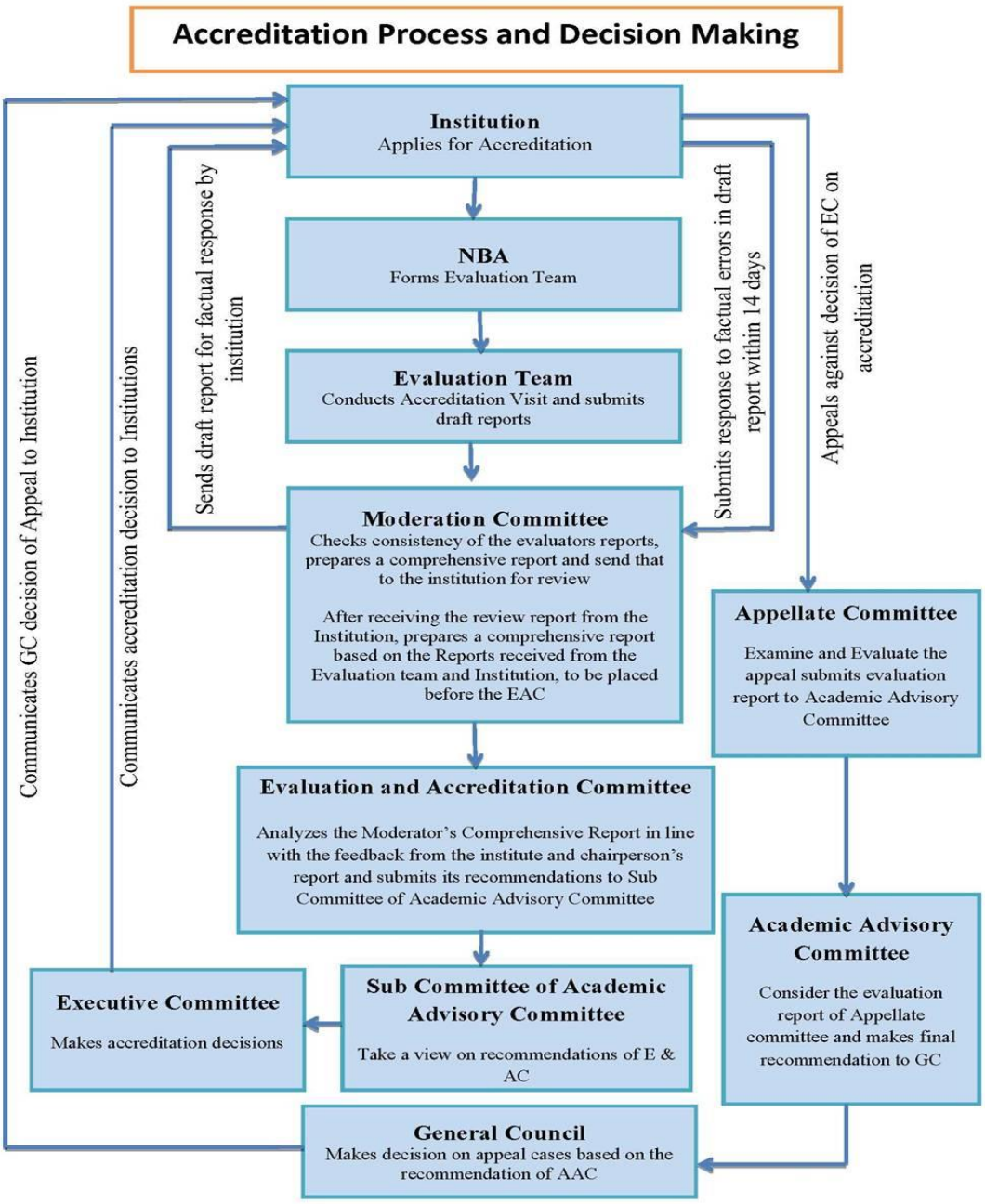
Accreditation Process and Decision Making
Institution
Applies for Accreditation
NBA
Forms Evaluation Team
Evaluation Team
Conducts Accreditation Visit and submits draft reports
Moderation Committee
Checks consistency of the evaluators reports, prepares a comprehensive report and send that to the institution for review
After receiving the review report from the Institution, prepares a comprehensive report based on the Reports received from the Evaluation team and Institution, to be placed before the EAC
Evaluation and Accreditation Committee
Analyzes the Moderator's Comprehensive Report in line with the feedback from the institute and chairperson's report and submits its recommendations to Sub Committee of Academic Advisory Committee
Sub Committee of Academic Advisory Committee
Take a view on recommendations of E & AC
Executive Committee
Makes accreditation decisions
General Council
Makes decision on appeal cases based on the recommendation of AAC
Academic Advisory Committee
Consider the evaluation report of Appellate committee and makes final recommendation to GC
Appellate Committee
Examine and Evaluate the appeal submits evaluation report to Academic Advisory Committee
Communicates GC decision of Appeal to Institution
Communicates accreditation decision to Institutions
Sends draft report for factual response by institution
Submits response to factual errors in draft report within 14 days
Appeals against decision of EC on accreditation

Figure 2: NBA Accreditation Process

2.5 Research Gap

The detailed review of literature establishes the **importance of ranking and accreditation** and emphasizes the Challenges /Issues before Indian Universities, Poor Performance of Indian Universities in global ranking, efforts made to improve ranking of Indian Universities, Initiatives taken by the government to raise the level of education system and the parameters and processes adopted by Various ranking and accreditation bodies:

a. However, there are very few studies which **evaluate the conceptual approach of** ranking and accreditation systems and its effect on policies, systems and strategies of Indian HEIs.
b. Further, though there are some studies which compare the **results of ranking and accreditation** such as "Implementation of three main accreditation process" (AACSB, EQUIS,AMBA) in Europe (CretBenoit, 2010), "Relevance of ranking criteria"(University Office of Planning and Development, 2011), " Comparing ranking results 2009 of HEEACT, ARWU and THE-QS" (Huang Mu-Hsuan, 2011), "Compare the rational, strategies and pathways to analyze the gap between students' preferences and university presidents' concerns over ranking indicators" (HouAngela Yung-Chi, Morse Robert, Shao Yueh-jen E., 2012) and "Comparing Indian and Chinese universities on educational performance metrics such as high-impact research and world university rankings" (Reddy K.S., XieEn, Tang Qingqing, 2016) , the author could not find any studies which evaluates the processes and criteria of ranking and accreditation adopted by the Indian HEIs.
c. Though there are some studies highlighting the impact of ranking or effects of accreditation on few aspects of Higher education such as "Impact of ranking systems on decision making" (HazelkomEllen, 2007), "Effects of accreditation on quality improvement and quality assurance" (Prasad G. &BharC. 2010), "Impact of ranking systems on Higher education policy choices and Institutional decisions" (HazelkornEllen, 2014), Importance of world ranking (SundarajanN and Nanda Gopal V B, 2015), Issues of Quality assessment (Hoffman Ellen S.,2013), there are no studieshave been found which broadly examine the impact of ranking and accreditation on Indian Higher Education Institute's performance outcome with respect to its policies and strategies.
d. There are few studies on effect of rankings and accreditation on specific dimensions of knowledge systems such as how national and international Accreditation process can contribute in attaining excellence in business schools. (Sahay B. S., Thanku Rajiv R, 2007), Can accreditations (AACSB, EQUIS) help a business school to foster its research performance and consequently its reputation? (CretBenoit, 2010). However, they do not have an empirical approach.

Thus though there is huge diversity in purpose, methodology and theoretical approach of rankings and accreditation and their effect on various stakeholders on dimensions such as national/international/global which results in diversity in HEIs strategic and operational decisions, there is a need to develop a strategic approach at policy level in rankings and accreditation which will lead to alignment in governance and others of HEIs and achievement of desirable outcomes. This study aims to evaluate the effect of rankings and accreditation on HEIs decision making in Indian context and develop an approach which would be more effective for achievement of National goals.

Present Study:

3.1 Research Objectives:

In view of the aforementioned gaps in the literature, the present study aims at studying comprehensively and systematically various aspects relating to evaluation of the conceptual approach as well as the processes and criteria of ranking and accreditation systems alongside their impact on HEI as also the dimensions of knowledge systems. Accordingly, the study has following objectives:

- To study &examine the issues pertaining to HE in India.
- To study the perception about Ranking and Accreditation Systems of HE in India.
- To study &examine the impact of Ranking and Accreditation Systems on Higher Education in India.
- To study &examine the measures to make an improvement in Indian Higher Education to meet the requirements of Ranking and Accreditation Systems.

3.2 The Research Questions:

The study intends to pursue the following research questions to achieve the aforelisted objectives. These questions are aimed at providing directional focus to the current effort to investigate the issue/s under consideration.

- How do rankings and accreditation impact specific dimensions of knowledge systems (inter alia: policies, governance, infrastructure, human resources, research output, cooperation agreements and emerging tensions and dynamics) of Higher Education Institution's (HEI's)?
- Does the perception of HEI's affect their decision making?
- Are HEIs effectively planning and executing the strategies to overcome the challenges in meeting the current ranking and accreditation requirements?
- What are the various critical factors in HEIs?

3.3 Hypotheses:

Since the study will employ qualitative approach, no hypotheses are being formulated at this stage. However, as the work progresses hypotheses shall be formed in the light of behavioural data analysis during the course of qualitative study of the phenomemnon at hand, which shall be tested through suitable tools and techniques.

3.0 Research Methodology

The following research framework will be used in this study.

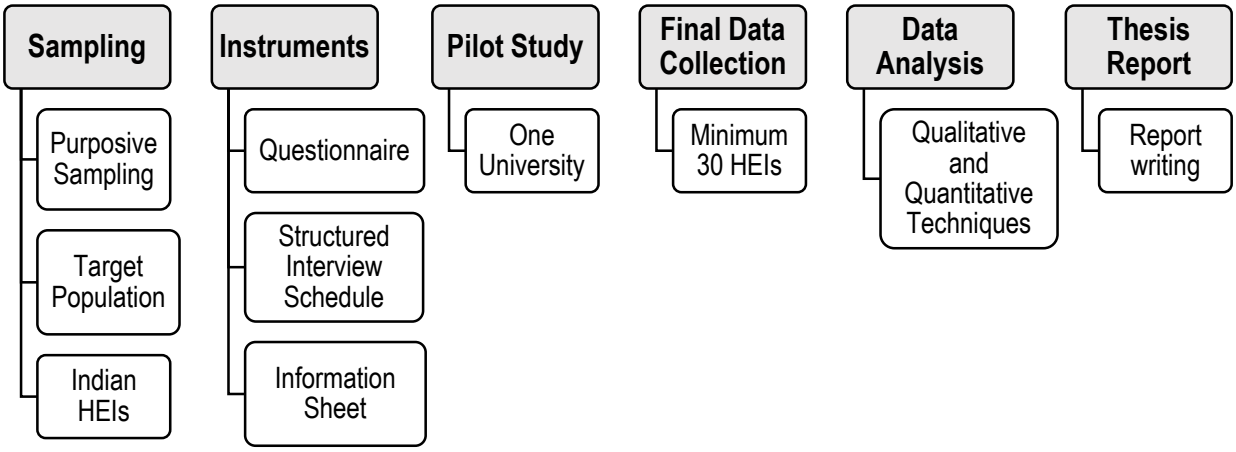

Figure 3: Proposed Research Framework

3.1 Research Design

The present study is exploratory in nature because of the lack of profound theory/ies on the subject as pointed out in the brief review of literature. Therefore, a descriptive research with mixed method approach including quantitative and qualitative data analysis would be adopted for this research work.

3.2 Target Population

In this study, the HEIs, of 29 states of India, will be considered as population. The Higher Education Institutions (HEIs) are Central, State, and Deemed to be Private Universities, Institutions of National Importance, and colleges or institutions recognized by UGC.

3.3 Sampling and data collection:

Gall et al. (2003) states that "the purpose of a survey is to use questionnaires or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized".

In this study two stage sampling method will be used. In first stage HEIs will be selected by non-probability quota sampling so that various types of HEIs are adequately represented. The various stakeholders within the HEIs from management, faculty, and administration will be selected by purposive sampling method. Interviews will be conducted in selected HEIs through personal visits.

The respondents will be assured of confidentiality. The data will be collected within the period of two-three months from HEIs.

The Secondary sources for the study would be Ranking agencies, Accreditation bodies, Government regulatory bodies of Higher Education Institutions (national and international), Non-Government Higher Educational agencies / organizations / Institutes / NGOs (national and international), Self-Study Reports (SSR) of reputed Indian Universities/ Institutions, Books, journals, magazines and articles related to the research area (national and international), Official statistics and reports of different Nations and NGOs and seminar reports, theses of other researchers in the related area etc.

- The population i.e., Indian Higher Education Institutions provide a wide breadth and diversity. We will be selecting 40 HEIs from the population; 5 HEIs from the following eight categories:

  - HEIs with grade A++/A+/A (i.e., CGPA 3.01 to 4:00) by NAAC
  - HEIs with grade B++/B+/B (i.e., CGPA 2.01 to 3:00) by NAAC
  - HEIs with grade C (i.e., CGPA 1.51 to 2:00) by NAAC
  - HEIs with grade D (i.e., not accredited) by NAAC
  - HEIs Ranked under Top 50 by NIRF 2017
  - HEIs Ranked under Top 51-100 by NIRF 2017
  - HEIs under Rank-band101-150 by NIRF 2017
  - HEIs under Rank-band151-200 by NIRF 2017

- Initially, at least 5 persons at different levels (i.e., Founder / Managing Director / Vice- Chancellor / Registrar / Director / Head of the Institution / Dean / Head of the Department etc.) will be identified who are associated with the future planning, assessment, and development of the institution at each of the participating HEIs, almost 200 administrators from 40 HEIs will be selected.

- A database of the contact persons will be created.

- An introduction email/letter will be sent for the study to the contact person. The letter will clearly specify the purpose and significance of the study.

- Data will be collected through Questionnaire and Personal Interview; Personal interviews will be conducted with administrators to gather ideas and additional inputs.

- The survey and interview will be conducted to achieve the objectives of the research.

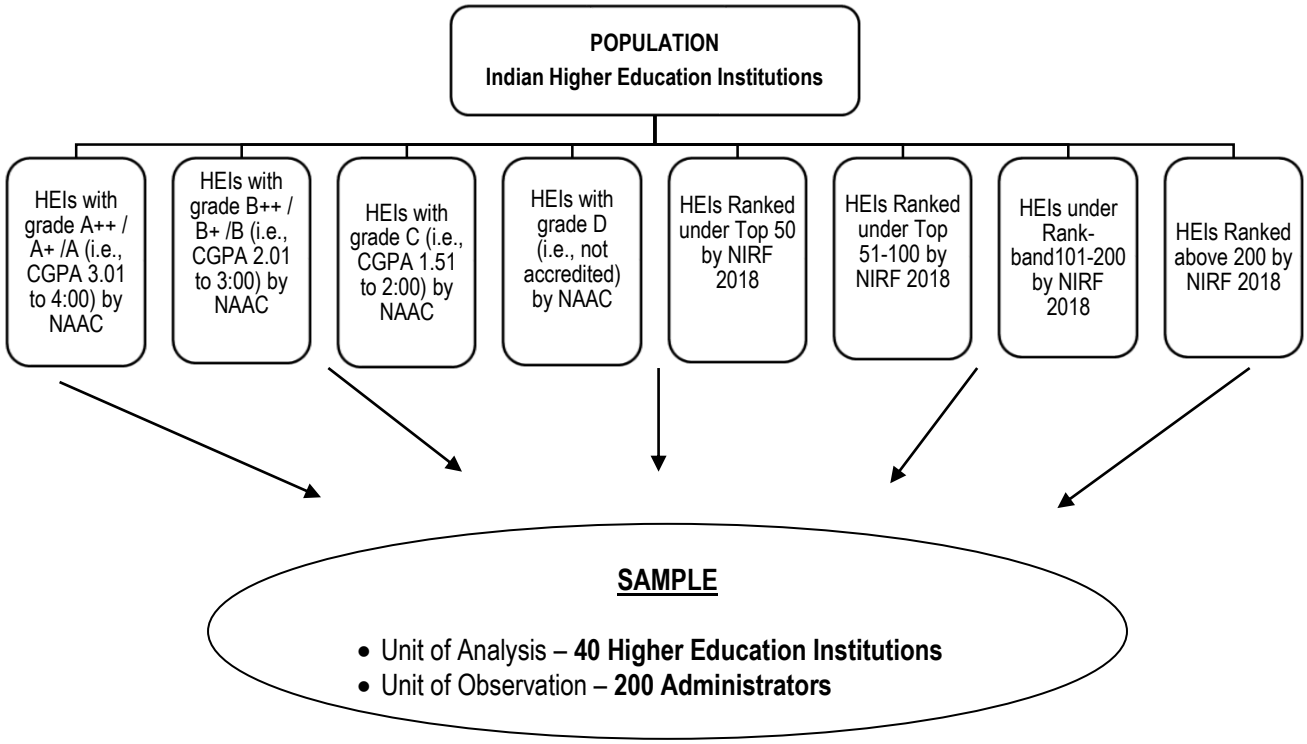
POPULATION
Indian Higher Education Institutions
HEIs with grade A++ / A+ /A (i.e., CGPA 3.01 to 4:00) by NAAC
HEIs with grade B++ / B+ /B (i.e., CGPA 2.01 to 3:00) by NAAC
HEIs with grade C (i.e., CGPA 1.51 to 2:00) by NAAC
HEIs with grade D (i.e., not accredited) by NAAC
HEIs Ranked under Top 50 by NIRF 2018
HEIs Ranked under Top 51-100 by NIRF 2018
HEIs under Rank-band101-200 by NIRF 2018
HEIs Ranked above 200 by NIRF 2018
SAMPLE
Unit of Analysis – 40 Higher Education Institutions
Unit of Observation – 200 Administrators

Figure 4: Sampling Method

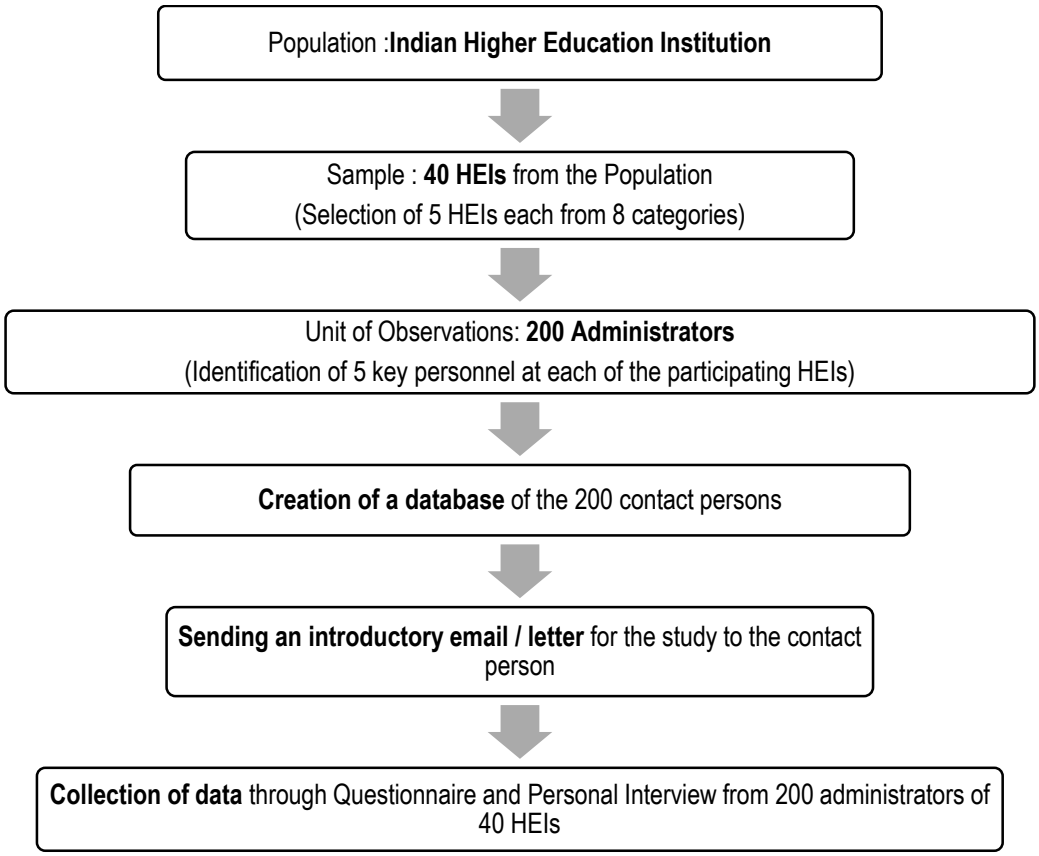
Population :Indian Higher Education Institution
Sample : 40 HEIs from the Population
(Selection of 5 HEIs each from 8 categories)
Unit of Observations: 200 Administrators
(Identification of 5 key personnel at each of the participating HEIs)
Creation of a database of the 200 contact persons
Sending an introductory email / letter for the study to the contact person
Collection of data through Questionnaire and Personal Interview from 200 administrators of 40 HEIs

Figure5: Data Collection Procedure

3.4 Instruments

They consist of Questionnaire and Structured Interview Sheet

a) **Questionnaire:** The questionnaire will have two parts. Part one will consist of questions on personal information. Part two will have questions on parameters selected for the study in section on Research approach. Data on information of the Institution such as date of establishment of the Institute, Number of students, Courses offered, Status of Ranking and Accreditation, etc. will be collected in an information sheet.

b) **Structured Interview Schedule:** Interview is the method of obtaining qualitative data. In this study, the results of quantitative study will be validated through qualitative study of key functionaries of premier universities such as University of Delhi, Birla Institute of Technology and Science (Pilani) and some other reputed higher education institutions. The data will be collected through telephonic and personal interviews.

3.5 Reliability and Validity of the Instrument

Reliability and validity test will be conducted for qualitative research.

Statistical methods will be used to ensure the validity and reliability of the instruments. A pilot study will also be conducted before the actual research work takes place to ensure the instruments reliability and validity. One/two University will be selected for pilot study.

3.6 Data Analysis

After compiling, sorting and classifying the primary / secondary data, appropriate qualitative and quantitative statistical methods will be used to analyze the data to achieve the research objectives pertaining to ranking and accreditation. Data will also be analyzed using computerized data analysis packages meant for both qualitative and quantitative study on need basis.

3.7 Ethical consideration

The permission from the Vice Chancellor /Head of the Institution of the concerned HEIs will be sought before administering the instruments (Questionnaire, Structured Interview and Information Sheet). The respondents will be assured that the study is strictly academic and utmost confidentiality would be experiential. The data would be used in this study will be Unidentified coded and cannot so be traced back to individual respondents.

4.0 Summary

In this study, with respect to ranking and accreditation the existingscenario of Indian Higher Education will be presented. It will be explored whether the efforts of Indian Higher Education Institutions are sufficient to place themselves in the top Indian and Global academic ranking and accreditation. The present challenges will be examinedand measures will be proposed to make the education system more effective to overcome the challenges and improve ranking and accreditation of Indian Higher Education Institutions.This study will be very useful to for the present and approaching students, their parents, HEI leaders, faculty, HE investors and government. Students continue to use ranking and accreditation as one of the decision making tools to choose their destination.

society at large.Expected outcomes from the study can be:

- help the government to develop strategic approach similar to Chinas "Project 211," launched in 1995 to build world class universities. By identifying and formulating a strategic approach to rankings and accreditation of HEIs, Govt. can become more effective in achievement of the outcomes.
- enable government and HEIs to develop a set of indicators for effective quality enhancement of HEIs which are context specific and based in Indian circumstances.
- contribute to development of a set of indicators by Government and Society for informing decisions being taken by HEIs in achieving academic excellence
- to elaborate the current issues related to Higher Education, Research and Innovation research systems.

5.0 References

1. AACSB, About, n.d., Retrieved October 14, 2017 from http://www.aacsb.edu/about

2. Academic Ranking of World Universities, About ARWU, (n.d.), Retrieved October 13, 2017, http://www.shanghairanking.com/aboutarwu.html

3. Academic Ranking of World Universities, n.d., Retrieved November 16, 2017 from http://www.shanghairanking.com/ARWU2017.html

4. Accreditation Board for Engineering and Technology, About ABET, Retrieved November 14, 2017, from http://www.abet.org/about-abet/

5. Accreditation Board for Engineering and Technology, n.d., Retrieved November 16, 2017 from http://www.abet.org/ accreditation/ accreditation-criteria / accreditation-policy-and-procedure-manual-appm-2017-2018/#policy

6. Angela Yung-Chi Hou, Robert Morse, Yueh-jen E. Shao, 2012, Is there a gap between students' preference and university presidents' concern over college ranking indicators?: a case study of ''College Navigator in Taiwan'', *Springer Science + Business Media B.V. 2012*

7. Arora Namrata, 2015, World Ranking of Universities, *University News*, 53(51), Dec 21-27, p.18-20.

8. Becker, G. S. (1993). Nobel lecture: The economic way of looking at behavior. *Journal of Political Economy, 101*(3), 385–409

9. BhushanSudhanshu&VermaAnkita (2015), Ranking and Accreditation in Higher Education Institutions, *University News*, 53(50), Dec 14-20, p.122

10. BhushanSudhanshu and VermaAnkita, 2015, Ranking and Accreditation in Higher Education Institutions, *University News*, 53(50), Dec 14-20

11. Blanca L. Delgado-Ma´rquez, M. A´ ngelesEscudero-Torres, Nuria E. Hurtado-Torres, 2013, Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions, *Springer Science + Business Media Dordrecht 2013*

12. Blanco-Ramirez Gerardo, 2015, US accreditation in Mexico: quality in higher education as symbol, performance and translation, *Discourse: Studies in the Cultural Politics of Education*, Vol. 36, No. 3, p. 329–342

13. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). New York, NY: Greenwood Press

14. Castells, M. (1996). *The rise of the network society: The information age: Economy, societyand culture*. Malden, MA: Blackwell

15. ChahalMukesh, (2015), Higher Education in India: Emerging Issues, Challenges and Suggestions, *International Journal of Business Quantitative Economics and Applied Management Research*

16. ChoudhariUmrao, (2015), Global Rankings and Accreditation: Academic Arm Race for Status, *University* News, 53(51), Dec 21-27, p.4.

17. Corbin, Juliet and Strauss, Anselm, (2015) Basics of Qualitative Research - Techniques and

Procedures for developing Grounded Theory. Sage.

18. Cret Benoit, (2010), Accreditations as local management tools,*Springer Science + Business Media B.V. 2010*

19. Frank, R. H. (2001). Higher education: The ultimate winner-take-all market? In M. Devlin & J. Meyerson (Eds.), *Forum futures: Exploring the future of higher education* (pp.3–12) [2000 Papers, Forum Strategy Series, 3]. San Francisco, CA: Jossey-Bass

20. Gall, M., Gall, J., and Borg, W. (2003), "Educational research: An introduction", 7e, Boston: Allen and Bacon.

21. Grant, C., &Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: creating the blueprint for your "house". *Administrative Issues Journal: Education, Practice, and* Research, *4*(2), 12-26.

22. Guangli Zhou, (2016), The Effectiveness of the Higher Education Quality Assessment System: Problems and Countermeasures in China, *Chinese Education & Society, 49, 39–48*

23. Hazelkom Ellen, (2007), The Impact of League Tables and Ranking Systems on Higher Education Decision Making, *Higher Education Management and Policy,* Volume 19, No. 2, p. 87-110.

24. Hazelkorn Ellen, (2014), Rankings and the Global Reputation Race, *NEW DIRECTIONS FOR HIGHER EDUCATION, Winter 2014,no. 168*

25. Hazelkorn Ellen, (2014), Reflections on a Decade of Global Rankings: what we've learned and outstanding issues, *European Journal of Education,* Vol. 49, No. 1

26. Healey M. Nigel, (2007), Is higher education in really 'internationalising'?,*Springer Science + Business Media B.V., High Educ (2008) 55:333-355*

27. Hirsch, F. (1997). *The social limits to growth*. London, UK: Routledge

28. Hoffman S. Ellen, (2013),Ratings, Quality, and Accreditation: Policy Implications for Educational Communications and Technology Programs in a Digital Age, *Volume 57, Number 5 Tech Trends September / October 2013*

29. Huang Mu-Hsuan, (2011), A Comparison of Three Major Academic Rankings for World Universities: From a Research Evaluation Perspective,*Journal of Library and Information Studies 9:1 (June 2011),* p.1-25

30. Huang Mu-Hsuan, (2012), Opening the black box ofQS World University Rankings, *Research Evaluation 21 (2012),* p. 71-78

31. Indian Council of Agricultural Research (September 2017), *Guidelines for Accreditation of Higher Agricultural Educational Institutions in India*, New Delhi, India, p.-1, Retrieved November 14, 2017 from http://www.icar.org.in/sites/default//files/GUIDELINESFORACCREDITATIONFINALBOOK.pdf

32. Indian Council of Agricultural Research, n.d., Retrieved November 16, 2017 from http://www.icar.org.in/sites/default//files/GUIDELINESFORACCREDITATIONFINALBOOK.pdf

33. KathirgamalingamSomasundaraswara, M.ASCE1, (2012), Impact of the Application of International Quality Processes on Engineering Education at Universities in Sri Lanka, *JOURNAL OF PROFESSIONAL ISSUES IN ENGINEERING EDUCATION & PRACTICE © ASCE / JULY 2012*

34. Kristof De Witte, LenkaHudrlikova, (2013), What about excellence in teaching? A benevolent ranking of universities, *Scientometrics (2013) 96:337–364*

35. Lo, W. Y. W. (2011). Soft power, university rankings and knowledge production: Distinctions between hegemony and self-determination in higher education. *Comparative Education, 47*(2), 209–222

36. *Marginson, S., & van der Wende, M. (2007). Globalisation and higher education [OECD Education Working Paper No. 8]. Paris, France: Organisation for Economic Cooperation and Development*

37. Murat Perit C¸ akır1 Cengiz Acartu¨rk1, Og˘uzhan Alas ehir1, Canan C¸ ilingir1,2, 2015, A comparative analysis of global and national university ranking systems, *Scientometrics (2015) 103:813–848, DOI 10.1007/s11192-015-1586-6*

38. Nandi Emon and Chattopadhyay Saumen, (2012), Quality, Accreditation and Global University Ranking Issues before Indian Higher Education,*India Infrastructure Report 2012: Private Sector in Education*

39. National Assessment And Accreditation Council, Assessment and Accreditation, (n.d.), para -1, Retrieved October 13, 2017 from http://www.naac.gov.in/criteria_assessment.asp

40. National Assessment and Accreditation Council, n.d., Retrieved November 16, 2017 from http://www.naac.gov.in/criteria_assessment.asp

41. National Assessment And Accreditation Council, NAAC - An Overview, (n.d.), para-1, Retrieved October 13, 2017 from http://www.naac.gov.in/aboutus.asp

42. National Board of Accreditation, Home, n.d., para-1, Retrieved from October 13, 2017 from http://www.nbaind.org/default.aspx

43. National Board of Accreditation, n.d., Retrieved November 16, 2017 from http://www.nbaind.org/Files/ PG_Tier%20I%20-%20Evaluation.pdf

44. National Institutional Ranking Framework, n.d., Retrieved November 16, 2017 from https://www.nirfindia.org/UniversityRanking.html

45. National institutional ranking framework, Overview, n.d., para1-2, Retrieved October 13, 2017, from https://www.nirfindia.org/About

46. Ordorika Imanol & Lloyd Marion, (2014), International rankings and the contest for university hegemony, *Journal of Education Policy, 2015*, Vol. 30, No. 3, p. 385–405

47. OyaTamtekinAydın,FıratBayır, (2016), The Impact of Different Demographic Variables on Determinants of University Choice Decision: A Study on Business Administration Students of the Foundation Universities in Istanbul, *EDUCATIONAL SCIENCES: THEORY & PRACTICE,10.12738/estp.2016.4.0195, August 2016, 16(4), 1147-1169*

48. PAHARI SUSANTA, (2011), World university rankings and Indian universities, *CURRENT SCIENCE,* VOL. 100, NO. 1

49. Prasad G. &Bhar C., (2010),Accreditation system for technical education programmes in India: A critical review, *European Journal of Engineering Education,* Vol. 35, No. 2,p. 187–213

50. PrathapGangan, (2014), The performance of research-intensive higher educational institutions in India, *CURRENT SCIENCE,* VOL. 107, NO. 3

51. QS World University Rankings, n.d., Retrieved November 16, 2017 from https://www.topuniversities.com/university-rankings/world-university-rankings/2016

52. Reddy K.S., EnXie, Qingqing Tang, (2016), Higher education, high-impact research, and world university rankings: A case of India and comparison with China, *Pacific Science Review B: Humanities and Social Sciences,2*

53. Sahay B. S.&Thankur Rajiv R, (2007),Excellence through Accreditation in Indian B Schools, *Global Journal of Flexible Systems Management,* Vol 8, No 4, p. 9-16

54. Sahney Sangeeta, Thakkar Jitesh, (2016), A comparative assessment of the performance of select higher education institutes in India,*Quality Assurance in Education,* Vol. 24, Iss 2, p. 278 – 302

55. Sauder, M., &Espeland, W. N. (2009). The discipline of rankings: Tight coupling andorganizational change. *American Sociological Review, 74*(1), 63–82.

56. Sekaran, U., &Bougie, R. (2010). Research methods for business: a skill building approaches (5th ed.). Australia :John Wiley & Sons Ltd.

57. Sethi Monika, (2015), Quality Higher Education: Criteria, Benchmark and Process, *University News,* 53(22), June 01-07

58. SHARMA RICHA, (2014), Growth and Development of Professional Higher Education in India (1950-2010), *International Journal of Multidisciplinary Approach and Studies,* Volume 01,No.4

59. Shukla Ashka, (2015), Measures of Excellence in Higher Education and Position of India in Higher Education, *University News,* 53(15), April 13-19

60. Stefano Nigsch and Andrea Schenker-Wicki, (2013), Shaping performance: do international accreditations and quality management really help?,*Journal of Higher Education Policy and Management,* Vol. 35,No. 6,p. 668–681

61. Subbarao E. C., (2013), India's higher engineering education: opportunities and tough choices, *CURRENT SCIENCE,* VOL. 104, NO. 1

62. Sundarajan N and Nanda Gopal V B, (2015), World Ranking of Universities: How Do We Go Up the Road Ahead, *University News,* 52(49), Dec 07-13

63. Syed Gohar Abbas, Muhammad Tariq Yousafzai & Amira Khattak, 2007, Internationalization of Universities: Challenges, Threats and Opportunities for Third World Countries, *The Dialogue,* Volume X, Number 4, p. 378-389

64. The Economics Times (Aug 10, 2016), para-1, Retrieved November 16, 2017 from fromhttp://economictimes.indiatimes.com/industry/services/education/mhrds-new-project-vishwajeet-aims-to-put-iit-in-top-league-of-global-rankings/articleshow/53626151.cms

65. The QS World University Rankings, About Us, n.d., Retrieved October 13, 2017, fromhttp://www.qs.com/about-us/

66. Times Higher Education World University Rankings, n.d., Retrieved November 16, 2017 from https://www.timeshighereducation.com/world-university-rankings/2017/world ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats

67. Times Higher Education, About, (n.d.), Retrieved October 13, 2017, from https://www.timeshighereducation.com/world-university-rankings/about-the-times-higher-education-world-university-rankings

68. University Grants Commission, publications, n.d., retrieved October 13, 2017 from https://www.ugc.ac.in/pdfnews/3710331_Annual-Report-2015-16.pdf

69. University Office of Planning and Development, (2011), A Review of World University Ranking Methodologies What UWI must do to Improve Its Ranking in Latin America and the World, *The University of the West Indies*

70. Winston, G. C. (2000). *The positional arms race in higher education* [Discussion Paper No. 54,Williams Project on the Economics of Higher Education].Williamstown, MA:Williams College

71. YeravdekarVidya Rajiv, Tiwari Gauri, (2014), Global Rankings of Higher Education Institutions and India's Effective Non-Presence: Why Have World-Class Universities Eluded the Indian Higher Education System? And, How Worthwhile is the Indian Government's Captivation to Launch World Class Universities?, *Procedia - Social and Behavioral Sciences 157 (2014),* p. 63 – 83

72. ZinaidaFadeeva, Yoko Mochizuki, (2010), Higher education for today and tomorrow: university appraisal for diversity, innovation and change towards sustainable development, *Integrated Research System for Sustainability Science, United Nations University, and Springer 2010,* Sustain Sci (2010) 5:249–256

BITS Pilani
Pilani | Dubai | Goa | Hyderabad

Ashish Gupta <ashish.gupta@pilani.bits-pilani.ac.in>

Fwd: Short Synopsis_Ashish Gupta

1 message

Dr. Sachita Yadav <sachita@mru.edu.in> Thu, Sep 30, 2021 at 2:47 PM
To: Ashish Gupta <ashish.gupta@pilani.bits-pilani.ac.in>

---------- Forwarded message ---------
From: **Deputy Librarian MRIU** <mamta.deputylibrarian@mriu.edu.in>
Date: Thu, 30 Sep 2021, 2:41 pm
Subject: Re: Short Synopsis_Ashish Gupta
To: Dr. Sachita Yadav <sachita@mru.edu.in>
Cc: University Librarian MRIIRS <librarian@mriu.edu.in>

Dear mam

Attached is the Similarity Report of the short synopsis with 10%

Regards
Dr. mamta

On Thu, Sep 30, 2021 at 1:51 PM Dr. Sachita Yadav <sachita@mru.edu.in> wrote:

> Dear Ma'am
> PFA Short Synopsis for plagiarism check.
>
> --
> Dr. Sachita Yadav
> Associate Professor
> Department of Management & Commerce
> Manav Rachna University, Faridabad, India

Ashish_Gupta_Short_Synopsis_30.09.2021.pdf
4247K

Ashish_Gupta_Short_Synopsis_30.09.2021

by Ashish Gupta6

Submission date: 30-Sep-2021 01:54PM (UTC+0530)
Submission ID: 1661421939
File name: 5_Ashish_Gupta_Short_Synopsis_30.09.2021.docx (353.66K)
Word count: 6435
Character count: 39012

Ashish_Gupta_Short_Synopsis_30.09.2021

ORIGINALITY REPORT

10%	8%	4%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	docplayer.net Internet Source	1%
2	www.oecd.org Internet Source	1%
3	www.idfc.com Internet Source	1%
4	arrow.tudublin.ie Internet Source	1%
5	ccs.in Internet Source	1%
6	www.qurtuba.edu.pk Internet Source	1%
7	Submitted to Saint Paul University Student Paper	1%
8	www.mdpi.com Internet Source	1%
9	Hastimal Sagara, Keshab Das. "Chapter 15 Crisis in Technical Education in India: Evolving Contours of the Computer and Information	<1%

Sciences Discipline", Springer Science and Business Media LLC, 2020
Publication

10	www.icsa.org.ir Internet Source	<1%
11	www.wpi.edu Internet Source	<1%
12	Zinaida Fadeeva, Yoko Mochizuki. "Higher education for today and tomorrow: university appraisal for diversity, innovation and change towards sustainable development", Sustainability Science, 2010 Publication	<1%
13	G. Prasad, C. Bhar. "Accreditation system for technical education programmes in India: A critical review", European Journal of Engineering Education, 2010 Publication	<1%
14	link.springer.com Internet Source	<1%
15	worldwidescience.org Internet Source	<1%
16	Submitted to University of Petroleum and Energy Studies Student Paper	<1%
17	hdl.handle.net Internet Source	<1%

18	turcomat.org Internet Source	<1%

Exclude quotes	On	Exclude matches	< 14 words
Exclude bibliography	On		

Ashish_Gupta_Short_Synopsis_30.09.2021

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

MANAV RACHNA
Vidyayatanikshal

Swami Vivekananda Library and Resource Centre
Manav Rachna University

SIMILARITY VERIFICATION CERTIFICATE

Title: Ranking and Accreditation Systems in Higher Education in India: An Empirical Study

Researcher: Ashish Gupta

Registration Number: 2K16-PFM-003

Supervisor: Dr. Sachita Yadav

Department: Management & Commerce (MRU)

This is to certify that the above mentioned Short Synopsis /Thesis was scanned for similarity index through Turnitin Software on 30 Sept. 2021 with submission ID 1661421939 and the similarity index was found to be 10%. The complete report running into 29 Pages, 39012 Word count with File Size 4247 KB is being forwarded to the Research Supervisor/DRC/DRB for review.

Swami Vivekananda Library and Resource Centre * Manav Rachna University * 30/9/21

Date: 30th Sept. 2021

The complete report of the above Short Synopsis/Thesis has been reviewed and the similarity index is below the accepted norms as per the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations 2018. The Short Synopsis/Thesis may be considered for further processing.

Research Supervisor 30 Sept 2021

Research Scholar

Scanned by TapScanner

Ashish_Gupta_Short_Synopsis_30.09.2021

by Ashish Gupta6

Submission date: 30-Sep-2021 01:54PM (UTC+0530)
Submission ID: 1661421939
File name: Ashish_Gupta_Short_Synopsis_30.09.2021.docx (353.66K)
Word count: 6435
Character count: 39012

Scanned by TapScanner

"RANKING AND ACCREDITATION SYSTEMS IN HIGHER EDUCATIONIN INDIA: AN EMPIRICAL STUDY"

SHORT SYNOPSIS

BY

Ashish Gupta

UNDER THE GUIDANCE OF
Dr. Sachita Yadav
Prof. (Dr.) Sanjay Srivastava
Prof. (Dr.)B. S. Nagi

1.0 Introduction

The Union government of India, as per the provisions of Indian Constitution, sets values of higher education in India. Thegovernment has entrusted this assignmentto the University Grants Commission (UGC). There are also a number of councils (such as Pharmacy Council of India, Bar Council of India etc.) permitted by the government of India and authorized to standardize the parameters of the programmes run under technical or professional Institutions. They are putting authoritarian restrictions towards the maintenance of standards.

The NPE 1986 and the POA 1992 has focused to evaluate and strengthen the quality of higher education in India. Accordingly, the National Assessment and Accreditation Council (NAAC) had been established in 1994 by the University Grants Commission (UGC). The GOI had launched NIRF (2015) and HEIs (2015 to enhance the efficiency of the evaluation process in India.

Over the past few decades, the Ranking and Accreditation Systems have become a popular way for quality assessment and to compare the performance of Higher Education Institutions (HEIs).In emerging economies, education has become the top priority and many HEIs are looking to form partnership with world leading Universities / Institutions. Governments are using ranking and

Scanned by TapScanner

Ashisl Gupta Short_Synopsis_30.09.2021

ORIGINALITY REPORT

Vivekananda Library and Resource Centre Faridabad
30/9/2021
Maharaja Surajmal Brij University

10	8%	Excluding matches less than 14 words 4%	30/09/2021 2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ocplayer.net net Source	1%
2	ww.oecd.org net Source	1%
3	ww.idfc.com net Source	1%
4	row.tudublin.ie net Source	1%
5	s.in net Source	1%
6	ww.qurtuba.edu.pk net Source	1%
7	ubmitted to Saint Paul University dent Paper	1%
8	www.mdpi.com net Source	1%
9	astimal Sagara, Keshab Das. "Chapter 15 risis in Technical Education in India: Evolving ontours of the Computer and Information	<1%

Scanned by TapScanner

...ences Discipline", Springer Science and ...siness Media LLC, 2020

10 ...w.icsa.org.ir <1%

11 ...w.wpi.edu <1%

12 ...nda Radeeva, Yoko Mochizuki "Higher ...ucation for today and tomorrow: University ...dional for diversity, innovation and change ...ards sustainable development", ...stainability Science, 2010 <1%

13 Prasad, C. Bhar "Accreditation system for ...chnical education programmes in India: A ...ative review", European Journal of ...gineering Education, 2010 <1%

14 ... <1%

15 ... <1%

16 ... <1%

17 ... <1%

Scanned by TapScanner

18	turcomat.org Internet Source	<1%

Exclude quotes	On	Exclude matches	< 14 words
Exclude bibliography	On		

Scanned by TapScanner